



Mingus Union High School
Mingus Union High School District
1801 E. Fir Street, Cottonwood, AZ 86326-4562

ARIZONA
School Report Card
2001-02

Principal: Mr. Hal Alford
Schedule: 7:00 AM to 4:00 PM
Web Address: www.muhs.com
E-mail: halford@muhs.com

Grades: 9-12
2001 Enrollment: 1194
Phone: (928) 634-7531 x 476
Fax: (928) 639-4236

▼ School Overview ▼

Mission

Our mission is to provide viable opportunities for all members of the Mingus Union High School learning community to constructively contribute, achieve and succeed in an ever-changing, increasingly complex and culturally diverse society; to serve and work cooperatively within their community and to become lifelong learners.

Organization and Philosophy

- w Block Schedule
- w Student Advisory Program
- w Departmentalized Classrooms
- w Comprehensive High School

School/Academic Goals

- w Teachers will become adept at delivering instruction in the 85-minute block schedule instructional period.
- w Curricula in all departments will be reviewed with respect to scope and sequence and updated to reflect correlation with the Arizona Academic Standards.
- w Students shall have more access to current technology.
- w The advisory program will provide a personal adult-advocate for every student.

Instructional Programs

- w Advanced Placement Courses
- w English Honors Program
- w Foreign Languages
- w Vocational Education
- w Special Education
- w Dropout Prevention
- w Computer Education Center
- w Building Trades Program

Enrollment

October 1, 2000 School Year Student Enrollment:	1189
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	80

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

0 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	62.00
Other Professional Staff	18.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	1	0
4 to 6 years	5	0	0	0
7 to 9 years	6	0	0	0
10 or more years	20	18	0	0

▽ Shared Responsibilities ▽

School

MUHS will provide a safe and comfortable environment for learning; high expectations for all students; quality academic, vocational and extracurricular programs; opportunities to best meet the physical, social, emotional and intellectual needs of all members of the school community.

Parents

Parents are expected to ensure that students come to school prepared to learn; the home environment stresses the importance of education; cooperative relationships exist between the home and the school with the ultimate outcome of student achievement as a primary focus.

▽ Transportation Policy ▽

The MUHS District believes that the safety and welfare of student riders is paramount to all matters pertaining to transportation. All bus drivers are fully licensed through the ADOT and receive on-going training and monitoring to ensure the safe operation of school buses. Each school bus conforms to all applicable federal and state transportation safety requirements and undergoes a daily inspection to ascertain that all equipment is safe and in good working order.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/15/01
Average Daily Instruction Time:	6 hrs. 40 min.	Last Day of School:	5/24/02

Operates on Traditional Schedule

Report Card Release Dates

9/28/01	11/9/01	2/15/02	4/5/02
---------	---------	---------	--------

Additional Calendar/Report Card Information

MUHS issues a six-week grading report throughout the school year.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Library/Media Resource Center
W Six Computer Labs

W Vocational/Technical Labs
W Full Range of Athletic Venues

Extracurricular Activities

W Athletic Programs 9-12
W Teen Court
W Key Club
W School-to-Work Program

W FFA
W Future Business Leaders of Amercia
W Band/Choral Performing Groups
W National Honor Society

School/Community Resources

W Community Clinic Services
W Student Assistance Program
W School Resource Officers
W Attendance Officer

W Afterschool Tutoring
W Community of Caring Program
W Crossroads Youth Services

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w MUHS is the unprecedented winner for schools of its size in the number of Flinn Foundation scholarship winners. This is the most coveted scholarship in Arizona. Mingus also boasts a 70-100% passing rate for its AP classes.</p> | <p>w Strive for .5 - A program that recognizes achievement by all students, specifically those who increase their GPA by .5 per semester and also Academic Lettermen.</p> |
| <p>w MUHS believes that extracurricular activities are an integral part of student's academic success, evidenced by its 2001 Track State Champion in 800m, 1600m, 3200m, and 3 state wrestling champs; state and national recognition in FBLA, FFA, Key Club.</p> | <p>w Students and parents are recognized through the Mobile Marauder. Every month, four to six students are identified and a group of administrators, teachers, counselors and staff members visit the homes of these students.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.9 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	15.1 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	3.5 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	98.6 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	5.9 %			11.1 %
Status Unknown ⁸	2.9 %			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Scholar	2001
National Merit Scholars	1998
State FFA Teacher of the Year	1998
Flinn Scholars	1999

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 10 (Class of 2003) ²		Number Tested ³	MS	FFB	A	M	E	C
Reading	School	267	519	10%	20%	52%	16%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	264	482	9%	60%	31%	0%	70%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	260	483	45%	23%	24%	7%	NA
	State	47215	479	50%	19%	21%	10%	NA

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

³**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	89	55	43	94	53	44	98	50	43	92	50	43	89	50	43
	Language	89	41	37	95	43	39	100	41	39	93	42	40	88	43	41
	Mathematics	88	61	54	95	61	57	100	63	57	93	65	59	90	68	61
10	Reading	86	53	42	99	50	42	91	47	42	84	50	42	--	--	--
	Language	86	49	43	99	50	43	91	45	44	85	49	44	--	--	--
	Mathematics	86	48	46	100	52	47	92	50	49	85	53	50	--	--	--
11	Reading	82	54	46	92	57	46	92	44	44	88	49	45	--	--	--
	Language	82	42	42	91	49	43	92	39	42	85	46	44	--	--	--
	Mathematics	82	51	49	91	56	51	93	52	52	88	58	55	--	--	--

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Mingus High School has two full-time Resource Officers on campus. One officer with the Cottonwood PD and the other with Yavapai County Juvenile Probation. The officers run several programs that promote safety including Young Negotiators, Anger Management, Student Assistance Program, Peer Mediation and Teen Court, in addition to teaching a daily Criminal Justice Course. These programs, along with the continual presence of the officers, help promote a safe learning environment for students.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,013	\$2,340,159
Classroom Supplies	\$47	\$54,094
Administration	\$580	\$674,318
Support Services-Students	\$171	\$198,843
Other Support Services and Operations	\$711	\$826,242
Total Expenditures- All Categories 1999-2000	\$3,521	\$4,093,656

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$59,382.85 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

The trigger funds were used to assist in class size reduction. The funds allowed for the continuation of additional blocks to be taught, reducing class sizes in several topics.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	NDS		
Transportation Policy	Thomas L. McCraley	(928) 634-8901	573
Community Resources	Thomas L. McCraley	(928) 634-8901	573
School Nutrition Programs	Hal Alford	(928) 634-7531	476
Parent Organization	Hal Alford	(928) 634-7531	476
Student Health/Nurse	Debra White	(928) 634-7531	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."